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The -- AN EDUCATIONAL INSTITUTION SUMMER CAMP

*by W. Jack Eastaugh, B.A., M.Ed., B.S.W.,
Principal, Humbergrove Vocation School,
Etobicoke; Assistant Director, Camp Ahmek,
Taylor Statten Camps*

Dr. Clarke, in Bel Kaufman's frighteningly funny book entitled, "Up the Down Stair Case" is not a doctor nor is he a good school principal. He shuts himself off from reality and indulges in high sounding phrases that have little meaning for him or others. He does know the meaning of the odd Latin phrase, however, and he refers to education deriving from "e duco"—leading out of.

The student in the process of growing up, of attending school, of being a member of a family, a part of his society, is involved in moving outward away from narrow self-interest. He moves in ever spiralling fashion, through new experiences, new insights to greater and greater understanding of what life is about. How far his quest takes him depends upon numerous factors—how quickly his curiosity is satisfied—his capacity to learn—his mental and physical stamina—his environment—the proximity or lack of challenging parents, peers or teachers, to list but a few.

All Involve Learning

To suggest that the summer camp could or should supplant the school in education would be unrealistic. To maintain that a good summer camp can and does supplement school experience can be supported. A quick examination of the aims of the school shows a remarkable similarity to those

of the progressive camps. Whether we consider the aims of the student, the teacher, the parent, the camper, the camp counsellor or the camp director, there is a common meeting ground. The goals may be expressed differently but they all involve learning. The camper wants to have fun. But when we examine what he means it usually involves such things as developing new skills, improving ability or engaging in new, interesting and exciting pursuits. In other words, "having fun" is not a static condition. It involves motivation, teaching, learning, evaluation, application—all elements that are common to school and camp.

Parents may word their hopes a little differently but they sincerely believe that they are furthering their child's education by sending him to camp. Granted they are sometimes just as unrealistic in their expectations of the camp as they are of the schools; but the good camp and the good school will go as far as possible in an effort to provide opportunities for physical, mental, social and spiritual growth.

In case you may think the time spent in camp is too short to bring about change, consider this: The camp that provides an eight week summer programme comes close to matching the time available to a student in school during an average year. The student is taught roughly five hours per day for two hundred days, or a total of

one thousand hours. In camp the child is involved in a sleeping-activity day of twenty-four hours. Multiply this by 56 and you arrive at a total of thirteen hundred and forty-four hours. Of course, much of this is spent in sleep, but canoe trips, thunderstorms and the odd nocturnal adventure are all a part of a camping experience. Sleeping with a group in a cabin or out under the stars is quite different from sleeping in a warm bed in the security of one's home. All I am claiming is that the camp approaches the influence of the school in the matter of the number of hours.

Development of Responsibility

If the school is concerned with the development of responsibility can it begin to compete with the summer camp? Responsibility develops best in a setting where there is freedom of action. The school of necessity must establish and maintain certain routines; it must insist on a fair measure of conformity if it is to satisfy the expectations of a community which has a vested interest in the product. The camp, on the other hand, while it must set limits with respect to health and safety is not governed by rigid standards and expectations. Thus freed it is at liberty to take advantage of those elements in a social setting which promote and generate opportunities for the development of responsibility. What is even more significant is that the situations are real and the consequences of action or inaction are often immediate and, therefore, more meaningful. The consequence of one's actions are not postponed. Failure to close a tent fly before it rains results in a wet bed. Leaving the food pack on a portage can mean no supper, taking unnecessary risks in a rapid may spoil an entire trip. Forgetting to pack the bug juice means sleepless nights.

The summer camp provides an opportunity for action in some areas that are denied to schools. Take for example the teaching of morals. Few now believe that morals can be taught but most would agree that our young people must be provided with opportunities to make moral decisions. Good schools make certain that such opportunities exist. Campers can't escape being involved. The cabin group, canoe trips, the dining hall, sailing, riding and swimming activities, letters home, the lessons from nature and the adjustment to a life away from home, all contribute opportunities for the practice of moral judgment. The camper who is dishonest, who cheats, who steals, who procrastinates, who bullies, who lies is found out and subjected to the most devastating of pressure—that of his peers.

Of course, there is a danger in this. If the group approves of such conduct, the *pression* may result in the camper adopting undesirable behaviour. This is why competent leadership from a mature counsellor is so important. Such situations are real and at camp there is time and opportunity to deal with them. Children in the process of growing up have to make choices and a better opportunity exists at camp for guidance than in the school where students spend only a small part of each day.

The camp director and the educator are engaged in a quest of ever-changing purposes and values. Listen to either group when at school or camp conferences and the conversation is quite similar. Camp people discuss the merits of a structural programme versus the freedom for the camper to choose his activity. School officials are interested in providing options and diversification to suit the needs of students with varying abilities. Camp directors strive for

a camp-staff ratio that will provide for maximum safety and stimulation for cabin groups. The educator emphasizes the importance of reducing the teacher-pupil ratio to afford maximum opportunity for individual help and practice in oral communication.

Present and Future

Both groups must be concerned with the present and the future. This is what is so exciting about camping and teaching. Both activities lose out if they are too reactionary. Co-educational camps were "shocking" in the nineteen twenties—now they are an accepted part of camping. Diversification of educational opportunities so that students with varied interest and capacities may progress beyond the elementary school level without being labelled "inferior" is at last winning universal acceptance.

Camp directors and educators can and must explore new ways to challenge each generation as it expresses dissatisfaction with the status quo and demands its share of adventure.

I suspect it would be revealing if we could discover how many young men and women have turned to teaching as a career because of a camping experience. At this time the headmasters of four of Canada's most renowned private schools were on the staff of a well-known camp early in their careers. There can be no doubt that the warmth and satisfaction inherent in the counsellor-camper relationship has inclined many young people to a life of service in the schools or the church.

The Ontario Department of Education recognizes the values inherent in camping and for several years now has sponsored a leadership training centre at Bark Lake. Similarly, local school boards are enthusiastic about the success of their science schools

where children live in a camp-like setting for a week at a time.

One high school at the Lakehead selects a staff on the basis of their ability to engage in an "Outward Bound" programme which includes canoe tripping and outdoor survival living.

Knowledge is advancing at such a rate that it is becoming increasingly difficult to decide what we should know. A scientist in a given field could spend most of his waking hours just keeping up with the journals that bear on his subject. In the schools the so-called background or basis information is expanding so rapidly that doubts are expressed about our ability to select from such a welter, those facts and that material which it is essential for the student to know. Educators are becoming concerned now as to how to teach students to adjust to a rapidly changing environment and "how to find out" is recognized as being more significant than facts.

Here surely the summer camp has been making a significant contribution for years. "Adjust to the environment!" "Knowing how to find out!" These are the very woof and web that form the fabric of the camp programme. It is difficult to imagine a summer programme that is not developed around challenges such as these. Camp is questing, adjusting, seeking and finding out.

Finally returning to Bel Kallman's book, "Up the Down Stair Case", wouldn't Miss Basset be an asset to any summer camp? Her warmth, humour, understanding, humility, courage and conviction would endear her to campers and students alike and I am sure the sparkling lake and gently tossing pines would compensate for refusing the position at Willowdale.

—●

CONTRIBUTION OF WILDERNESS

Tell a group of boys that you have two jobs for them. You want one to take a boat to the landing and pick up a parcel of groceries. And you want another to lead a crowd of youngsters on a nature hike.

It is not hard to guess that every one will go for the boat trip. Perhaps it is natural enough. But let us look into the reasons and see how valid they are.

It is obvious that the fetch-and-carry chore is by far the simpler. Is this the reason? Do 16-year-old boys always choose the easy way? Taking a boat, once you have done it a few times, is actually rather a boring occupation under normal conditions. And there is no great glory bringing grocery bags in.

Yet somehow there is an aura of manliness about running a machine that makes it seem the thing for a boy to do. In fact, of course, a girl can do it just as well.

The World of Nature

Conversely, the study of the natural world still tends to be regarded as a somewhat girlish thing. It is hard to find out why, for in fact a boy will probably grow up to spend much more time in natural surroundings than the girl-turned-housewife.

What it all amounts to is that we have perpetuated a false emphasis, a fictitious carry-over from pioneer times. Man the Hunter and man the strong Victor over Encroaching Nature are neither of them very valid in today's world. But if a boy learns to run an outboard motor and a sno-go vehicle, and if he carries a .22 or gun around, he has justified himself.

Yet today the need is for recreation, escape from urban pressures. In our

country, luckily, most can if they wish find this in the country—the lakes and the forests. And increasingly large numbers do wish.

The need, then, is for a deeper understanding and appreciation of the natural world. Perhaps we should go further and prescribe a meaningful relationship with it.

This can be done, up to a limited point, almost anywhere. Many of Ontario's finest naturalists find much to occupy themselves within the boundaries of Metro. But for full enjoyment we need the true and unsmudged picture to study.

A forest, to those who know it even a little, is much more than a mere collection of trees. The trees are the essential element of course, but the understory shrubs (so often referred to slightly as 'brush') are as essential as the trees; and so are the flowering plants. The mystery of their timing and their adaptation to the specific conditions of the forest are a fascination in themselves, but then so is the part they play in providing food, shelter, nest sites to a wide assemblage of animals, themselves adapted to these conditions. The fungus that reduces a fallen log to soil once more; the squirrel which lives supreme over its enemies in the canopy; the woodpeckers, and the bark insects they feed on—these and many other elements are part of knowing the bush. They are a treasure that is never exhausted.

The same thing applies to other habitats—the swamp, the marsh, the prairie, the rocky outcrops.

The richness of these places can easily be lost when man comes in. The

loss of solitude and the effects of noise and trampling and vandalism make us the poorer, though they may often be inevitable.

On Understanding

Knowing the true values of our unmatched wilderness depends entirely on understanding. And this is only partially picked up incidentally, for it requires a degree of special skill and particularly it needs an attitude of awareness. These things are usually caught from someone else.

Many children's camps recognize that their position and their opportunities give them a duty in this regard. Some are doing an excellent job. More would like to be doing a better job but are handicapped by lack of time and perhaps by a lack of understanding in themselves. Finding leaders and counsellors who can carry out such a programme is not easy. Where can such leaders be trained themselves to pass on the necessary enthusiasm and understanding?

It is because of such thinking as this that a group of dedicated enthusiasts in the Peterborough area of Ontario have initiated a far-reaching and exciting project. Called the Buckhorn Wilderness Centre, it will exist primarily to instil in people of all ages and backgrounds a greater appreciation of the wild country that was once Canada and which is becoming scarce at an alarming rate.

The Centre now owns nearly a thousand acres of wild land. This is at the edge of a vast (30,000 acre) tract of undeveloped Crown land. Although this has in the past been cut over and burned, it is still a true wilderness with a great variety of country and most of the large animals typical of Ontario as well as a rich selection of birds and other forms of wild life. Orchids and interesting plants of many

kinds grow in the woods, pine groves, open granite ridges, beaver swamps and other habitats.

In the great hinterland, there is scope for adventure of many kinds—arduous canoe routes, rough hiking trails, cross-country skiing and snowshoeing.

An Educational Project

These are normal activities. But the main purpose of the project is educational, and the support of a wide number of educational authorities is behind it. These include proposals to have school classes stay for up to a week; research areas for universities; weekend and longer courses for youth leaders and camp counsellors; scientific and other conventions; practical experience in outdoor instruction for Teachers' College students.

The general public has not been forgotten. Soon a Nature Interpretation Centre will be built where all kinds of displays, trails, lectures and literature will be available.

Those who penetrate to the Buckhorn Wilderness Centre should come away deepened and invigorated. A permanent staff, highly qualified in these things, will be on hand all year to provide necessary instruction. There will be laboratory equipment and other tools of the outdoor student.

A project on such a scale with such objectives is new, not only in Ontario but North America, according to a National Audubon survey team who recently did a comprehensive study of the scheme.

The Board of Directors, who head this provincially chartered association, include leading educators, conservationists, naturalists and business men, all deeply interested in the out-of-doors.

It is evident that camp operators will gain much from the Centre. Public awareness of the importance of the

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by Elizabeth W. Raymer,
Camp Tanamakoo

Sermons

Under the Sun

PIONEERS

One day a mother visiting camp asked me—"Was it like this when I was a camper here: Was it as beautiful as this? Oh how blind I must have been, I never realized". I repeat this as an invitation to open your eyes and see beauty. Take time to think of where we are and realize how fortunate we are to have spent this month here. These days our current reading material is peppered with articles about the vanishing wilderness and the appalling rate at which our land is being gobbled up by the cities. There are very few places which are not surrounded by cottages and hemmed in by hotels, highways and lakes filled with motorboats. Lakes measured off in slices, so that each has a little portion of shoreline. Yes, we are indeed fortunate. Here we can at least in part recapture the spirit which prevailed when our country was young and the land was a land of forests. There is much good for us in this land where we can reduce life to the simple essential things. Where we learn to realize that the important things are food, shelter, clothing, and occupation and find time for true living.

Here we can attempt to recapture the spirit and feelings of those early pioneers. On a rainy day we can learn how important it must have been to be able to build and light a fire under all circumstances — if food was to be cooked and clothing dried. We can realize what a problem it must have been to find enough food to keep

families alive. We go exploring, or on a canoe trip and wonder who first came this way. We can leave a path and speculate as to whether ours is the first human foot to step upon this bit of earth. Although our very lives now do not depend upon years of such endeavour, we learn that physical effort and determination and courage are necessary if we are to become really good trippers. Those early pioneers had something special in fortitude and vision and the challenge of the future lay ahead of them.

Nowadays we may sigh over the vanishing forest and an earth which is almost completely explored. Few mysteries remain to challenge the would-be pioneer. We may sigh that there are no new worlds left for us—that everything has been done. Nothing is left for us but the everyday and hackneyed treadmill of doing over and over again the things that have been done before. We may sigh that we are in danger of becoming only carbon copies of all the other people who live in our time and our environment.

Each is a Pioneer

But this is not so. Each one of us is a pioneer. You are a pioneer and I am a pioneer, because each one of us is different from all the other people who have ever lived in this world. We are used to this idea since we have been exposed to it in school. We have marvelled at the snowflakes—all different;

the human fingerprints and footprints. We have been taught what tastes salty to one person may taste sweet to another. We acknowledge that we are different. Further than this each of us is not one, but several persons. We could speak of you the swimmer, you the firebuilder, you the camper, you the student, you the party-goer, you the idealist, you the person dedicated to some future profession, you the realist, you the leader. There are very many different individualities all bound into that one body called you—or more politely Evelyn or Mary Jane or Henrietta. Charles Dickens was once described as “not one man, but a mob”.

One of the requirements life places upon us is the reconciling of all these people who we are. A personality in harmony with itself—another famous person was described as “not a man, but a civil war”. It is not an easy life if one has a civil war within one’s personality. We and only we can find the way to peaceful existence with all these various selves within the self. This may well be our life’s work. From this reconciled person will emerge the accomplishments of our life-time. No one can prophesy exactly what will happen to you in your life and explain exactly how you should respond. In other words you have been given a sort of do-it-yourself-kit for your own personality and with it you must pioneer life for yourself.

Persons who have had similar experiences can advise. Those familiar phrases — “mother knows best” or “father knows best”—are uttered by understanding and knowledgeable people who have experienced a great deal more in this pioneering project, but never has their experience been an absolutely identical one. So parents and leaders can only offer advice humbly and prayerfully, hoping that they can

help point the way to the smoothest routes through life.

All of us are pioneers. Each one of us makes the final choice of the route—and of the personality that will dominate us. Each of these persons within ourselves must be governed; there is not space for all of them to flourish uninhibited. Shall we let the selfish and self-seeking part, the complacent, the unthinking parts crowd out the compassionate and kindly, the thoughtful and the generous? Shall we permit the student part of us to crowd out the party-goer? Or will the sports woman crowd out all the other aspects of your life? And what then will happen to the idealist?

Just as the pioneers of old pressed toward their goal—so must you. You were born that the truth of the past might continue to live. You were born that yesterday might not pass away forever. You were born that your spirit might be part of the future. The future lies ahead of you—the future lies with you.

REMEMBERING

As we go to press we learn with sadness of the death of C. T. Sharpe, a man well-known and loved not only in camping circles but in the YMCA, the teaching profession and other groups. He had an immense and rare capacity for friendship and an unfailing ability to “keep in touch” with so many people in so many parts of the world. Of him it can indeed be said, “they are not dead who in our hearts still live.”

by Margaret Govan,
Camp Onawaw

CONFESSIONS OF A CAMP DIRECTOR

I had wakened and gone to sleep again and was enjoying one of those delightful dreams, in part wishful thinking. It was camp time. Each day was a golden day, not too warm, not too cool, and the rain conveniently fell only at night. All the counsellors excelled my rosiest expectations, although my expectations had been high. And the CAMPERS—what campers! No Go-Go girls; no long haired lads; no Beatle fans and transistor carriers! They were all camp-minded, camp-hearted. Their highest ambitions were long and better canoe trips, and they were more than willing to prepare themselves for such adventures. They worked at and practised camp skills with such eager-beaver attitudes, taking camp craft and nature study in their stride! (Incidentally all craft work was creative!)

And the cabin groups! Never were such cabin groups! They all clicked. Each camper fitted into the place assigned to him, as if he were a well-designed, well-made piece of machinery. Inter-relationships were so satisfying and community living was at a peak. As a result the counsellors were happy and relaxed and were able to give their best in play and work, in teaching and counselling although this last hardly seemed necessary. Camp was a refuge, an escape from an over-worked, over tense world.

A Little List

And then drifting toward wakefulness again, my mind wandered off in another direction. I began to list the campers whom I could so easily do without for, like the Lord High Executioner in the Mikado, I have a little list.

- (1) There is the out-and-out egotist who looks on all other persons as being there for his benefit; he is so self-absorbed that he is not even aware of being selfish.
- (2) There is the leading lady type well equipped with artistic temperament.
- (3) The practical joker (save us all!) whose warped sense of humour turns up in so many unexpected places.
- (4) And Laziness personified: it varies in degree and is often called the bed-sitter.
- (5) There is the bundle of needs who hasn't the vaguest idea of how to go about satisfying those needs, and as a result is a continuous complainer.
- (6) Also the counsellor-clinger who has much in common with him.
- (7) The creative camper is on the list too, because, although he can be an asset, he is more likely to create trouble.
- (8) The aggressive-fighter type who throws himself at stone walls; usually there is a gate or a stile but he never looks that far.
- (9) The brilliant and erratic camper; no cabin is large enough for him because he cannot communicate with his peers, and my cabin is already occupied, thank you.
- (10) The unwanted one is listed, and really, could anybody be blamed for not wanting him?
- (11) The overly capable with his boundless energy who is a threat to the staff, and worse still to ME.

And the many, many youngsters who are not "campy" and want a much

more leisurely, less strenuous, holiday. In fact all the youngsters who vary too much from the standard, my standard, of the model camper.

An Utopia

If they all went to some other camp, what a Utopia my camp would be! But they won't; I'll have my share along with the rest of you. If there were only some nice and easy, pleasant and fool-proof way of dealing with them. They require judicial pruning and grooming and moulding. Kindness and firmness will go a long way; also some emotional exploitation which a knowledgeable adult can exert. (Ye Gods, I didn't mean to mention that; that's one's secret weapon.) With the best intentions in the world—I am the judge of the intentions, of course—I can help a number of campers to adjust (conform), let a few move on their paths towards the psychiatric wards (they are on their way there in any case; one out of seven or is it five now?) and discourage a few more from even wanting to attend camp again. So what?

In Broad Daylight

By this time it was broad daylight and I was sleepy no longer. Instead I was staring wide-eyed and horror-stricken at the Utopia I had been considering. What in the name of all the campers in the world, was I up to? Trying to manufacture organizational campers? It looked very much like that.

So what? This required serious thinking. Am I with it, or has the world left me behind? Have people changed so radically from the camper that I was once (or like to think I was once?) Do I who preach tolerance of a Sunday morning, practice anything but tolerance towards my campers?

Let's face the facts. We live in an urbanized country with all kinds of amenities. To-day the separation from ourselves and our pioneer forebears is

far more than double what it was when we camped. Your cottage had coal oil lamps, didn't it? And you didn't react to cold weather in the same way because your city house was not heated nearly as well as it is to-day. You can go on for pages with such comparisons. So is it little wonder that we have bred the comfort lovers. They are used to crowds, noise, the excitement of city life, T.V.'s, radios, restaurants, shows and all the gadgets of the modern schools. Can we expect them to be anything but city-fied and sophisticated? We may be nostalgic for the simpler, rugged life of the out-of-doors, but they have never known it. There are some, of course, who have learned from their family holiday pattern, and some who have an inner urge for this kind of adventurous living—I expect there are more boys than girls in this grouping except amongst the culturally deprived—but the others couldn't care less, or are strongly 'anti'. So not only do we have the children who are a little different—and thank God for them—but also this large proportion whom we have failed to recognize. We are able to interest some of the 'don't care' ones through happy, outdoor experiences, talking and challenging, and our own enthusiasms; others we cannot change. However even if they are not keen about early rising, cooking breakfast under pioneer conditions, and washing frying pans in cold water, surely they need the experience of living in a cabin group in an objective, friendly climate where they can be themselves—although being themselves may be so far from our conception of the camper.

Flexible People

We talk about preparing children for adulthood. What kinds of adults will be needed in the next couple of decades? Do you know? If so do tell, for it seems to be anybody's guess. But of this much I am certain: we'll need

flexible people with imagination, initiative, courage, self-confidence, enjoyment of living, a sense of adventure, tolerance plus, a belief in God the Father, a purpose in life, and understanding concern for others. So the question I am left with is: how does my total camp curriculum measure up in respect to these attributes? I think I'd better do some evaluating.

Perhaps I have too many rules? (Some rules are essential for the health and safety of campers and these rules must be obeyed.) Too many preconceived ideas about programme? Have we forgotten that skills are tools, and not an end in themselves? Too many aspirations for campers who should have their own aspirations? I wonder. Do you? —●

1967 CENTENNIAL YEAR

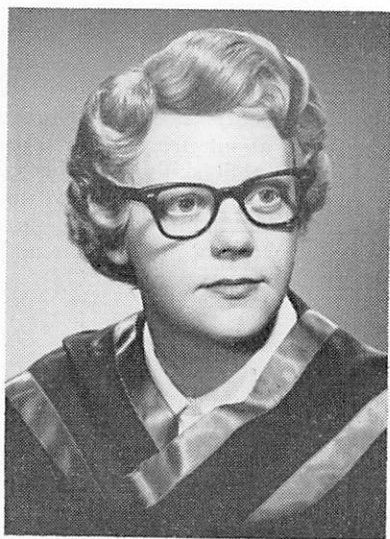
In the December issue of "Occasional News" we read "Plans for the Centenary Journey are beginning to take shape. There are activities in the works which can involve every Canadian camper, not just those on actual canoe trips. The biggest of these activities is the National Campfire to be held Wednesday, August 9, 1967. On this night each camp will be provided with ideas for suitable programmes, centering around the Voyageur theme. It is hoped that a common opening and closing can be written including a poem for the occasion by Miss Mary Edgar. At the pre-set time every camp across the country will light its campfire! Imagine a line of campfires lit simultaneously from St. John's to Vancouver Island. There may even be a programme on a coast to coast radio network to coincide with the lighting of the campfires."

* * * *

The camp council had decided to stage a pageant of Canadian history. Each cabin was to be responsible for decorating a row boat or canoe to represent some episode from the past. The episodes would be of the cabins' own choosing, but the M.C. would check for duplicates. The campers had a very busy afternoon; so did the crafts department, and the wardrobe mistress!

At five o'clock there was a gathering of V.I.P.'s—Queen Victoria, Sir John A. McDonald plus a suitable escort. The procession of boats was started, moving into a circle in front of the dock. The choice of subjects was interesting although it left many gaps. The youngest cabin were the ladies at the Confederation Ball 1867. (We have a good collection of evening gowns in the property room; these were worn over life jackets. Since they required a little filling out, the jackets weren't too noticeable!) There was an explorers' canoe, an Indian one requesting that Canada be returned to the original owners, the hanging of Louis Riel, the Selkirk settlers with quints who must have been born on the voyage out; they were very young, the signing of the B.N.A. act, the last spike in the railway, the new Canadian flag, and the launching of Alouette.

We ate typical Canadian food . . . French pea soup to start with . . . and then had a musical evening. The Ladies danced for us; we were taught Canadian folk songs, but the piece de resistance was the R.C.M.P. musical ride. Four counsellors were horses, and four riders. The counsellors had bruised, scratched and blistered hands and knees, but they suffered gamely for arts sake, and as one of the campers remarked: 'It was well worth it!'



AMONG OURSELVES

Last year, April to July, Leone went to the World Y.W.C.A. to work on Ecumenical Studies. This international experience has served to expand her ability to create an accurate image of the Y.W.C.A. at all levels.

Leone Wellwood, recently elected President of the Alberta Camping Association, was born in London, Ontario. After completing her secondary education, she attended Queen's University, attaining honours in psychology. Leone also did post-graduate study at the University of Saskatchewan and the University of Toronto.

For one year, she worked as a Lay minister in Saskatchewan and subsequently became a Red Cross Field Organizer with extension work in leadership training and with Education, Public and Home and School groups.

Miss Wellwood has been associated with the Young Women's Christian Association since 1954. She was on the staffs of Kingston, Ontario and Moose Jaw, Sask. and in 1959 became the Executive Director of the Saskatoon Association. In 1963 she accepted a similar post in the Calgary Y.W.C.A.

Leone has always had a keen interest in sports and been very active in all phases of camping. She has organized and directed various camps for girls and boys. The Calgary Y.W.C.A. Residence Camp at Sylvan Lake is a special interest.

In her leisure time—such as it is—Leone finds keen satisfaction in breeding and showing American spaniels, several of whom have won awards.

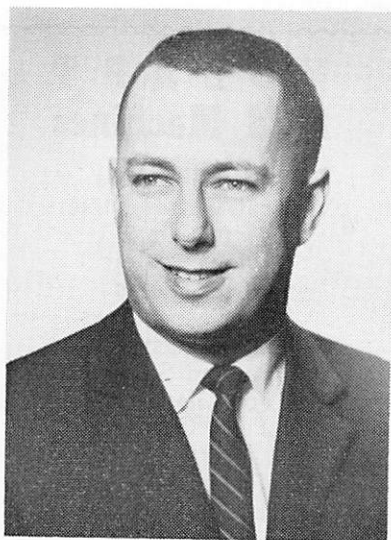


Introducing Two Provincial Presidents

Familiarly known as "Bob" R. O. Douglas has been President of the Manitoba Camping Association since the autumn of 1964 and actively engaged in the Association for over ten years.

To meet Bob is to meet a young, enthusiastic, energetic man with a twinkle in his blue eyes. He has been on the go ever since he became active in 4-H clubs, sports, and church youth activities in his home town of Minnedosa, Manitoba. This experience led Bob to the presidency of the Manitoba Conference United Church Young People in 1953.

To work with him is to work with a man sincere in his desire to improve youth services especially for rural children. This purpose led him to join the staff of the Manitoba Federation of Agriculture in 1956 as Director of Youth Programmes. He directed their residential camp, co-ordinated teen programmes for rural youth living in the city of Winnipeg and planned a one week leadership training course for teenagers held in Brandon each Easter. Bob is well-known all over Manitoba for his work with teens and is never too busy to take an active part in his programme. I can well remember an incident in a teen girls camp when the "twist" was new. Bob willingly accommodated a camper by assisting her demonstrate the dance with the aid of a swinging towel. Bob also enjoyed the informality of evenings spent with his camp staff in the kitchen over late snacks.



Through the years he has become the Executive-Secretary in February 1965 of the Manitoba Farm Bureau, which succeeded the Manitoba Federation of Agriculture. Bob acts as Secretary-Manager of the fully modern residential Riding Mountain Conference Centre. This same site is used by Camp Wannakumbac under the sponsorship of the Manitoba Farm Bureau. Here, in addition to childrens' camps, Bob has started an inter-cultural teen camp which is proving most successful and, of course, the family camp week-ends in mid-summer are always enjoyed by all.

In addition to giving of his many talents to his work and the M.C.A. Bob is also the youth advisor to the young people of his church and is the father of three attractive children.

—Mrs. M. Shwetz,
Executive Secretary,
Manitoba Camping Association

Editor's Note: Since annual meetings frequently bring changes in personnel these profiles of Provincial Presidents may sometimes become "out of date" shortly after publication.

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edited by
Kenneth B. Webb

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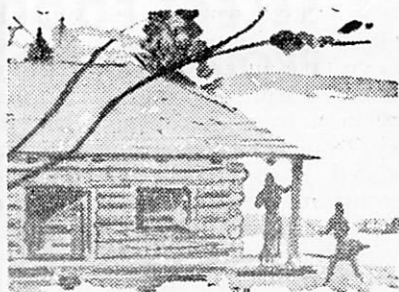
that

Patience is the fruit of the spirit: St. Paul, the companion of wisdom: St. Augustine; pale, cold cowardice in noble breasts: Shakespeare; for peasants: Adman David Ogilvy; the virtue of an ass: Lansdowne; all the passion of great hearts: Lowell; an ounce of patience is worth a pound of brains: Dutch proverb.

How would you define it?

* * * *

If any of you are interested in having a camping experience abroad, the National Y.M.C.A., 2160 Young Street, Toronto 12 or the Y.W.C.A. of Canada, 571 Jarvis Street, Toronto 5 could help put you in touch with the proper channels. This idea was underscored by a letter received in the late spring from the Y.W.C.A. of Greece offering an opportunity for potential campers in other countries to make use of their facilities. The camp is in Drios, Paros Island. Paros, one of the Cyclades in the Aegean Sea, is a small and picturesque island and the rates seem very attractive.



TO THINK ABOUT

Prophecy is a fatuous business but it hardly requires prophecy to foresee that men in other centuries will look back on this as among the most splendid and terrible in the annals of the race. For ours is truly a great and tragic time; a time heroic as few ages have been heroic; an epoch of vast wars, horrible cruelties, unimaginable discoveries, conquests over time and space and circumstance which earlier human beings never dreamed of gaining; a time which has produced here and elsewhere some of the most remarkable figures—remarkable both for good and evil—the world has ever known; an era, in brief, in which man has gone farther outward into the unknown—farther inward into the unknowable—than in all the centuries and millennia before.

—Saturday Review

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MORE THAN 3 R's

by John R. Latimer
Camp Kilcon

Education is more than the Three R's and there is one school in Ontario to prove it.

Recently, I heard of a man from the United States who had long harboured a desire to visit the "Northern woods" of Canada, especially during the middle of Winter. He wanted to experience the situation of living in a cabin in the woods . . . miles from civilization. He wanted to trap and fish through the ice . . . to listen to the sound of nothing which so many Camp Directors know from visiting their own campsites in mid-winter.

Finally, his wish came true . . . a friend had a cabin, situated miles from nowhere. They would have to fly in to their destination. There was no power! There were no roads in the near vicinity; living for a few days in sub-zero temperatures, where the company of his friend, and his own reflections would be the only reminders of civilization. This truly would be the experience for which our American friend had been looking! And so the trip was planned. The two men flew to the Lakehead, and still further north . . . closer to the Manitoba border . . . and further from human life. The cabin in the woods was found; a roaring fire built. Outside tree limbs shivered and creaked in the cold. The hard crusted snow was imprinted with animal tracks. Bedtime came early, and settling back in their warm sleeping bags at the end of the day was a pleasure which caused pure contentment in the hearts of both men. Sleep quickly followed, and if there were any dreams, surely they had a happy serenity free of the pressures of the outside world . . . far from any other human existence.

Winter Safari

Five o'clock in the morning was still pre-dawn, but both men were awakened . . . not by the lack of noise, but by the sound of shuffling. The squeaks of the pressure on the brittle snow seemed to get louder and louder. The two surprised campers looked out the window . . . and in the shadows of the still lingering moon, they observed a young man on snowshoes, shuffling past the corner of the cabin. Soon another came by . . . and another. And yet there were to be more surprises for it was soon obvious that in this group of what appeared to be casual passers-by, there were girls. And the counting continued . . . three . . . four . . . ten . . . twenty . . . thirty. Nearly forty young people aged about 16 and 17 out on a snowshoe hike at 5:00 a.m., in the middle of winter . . . and miles from nowhere! One could only observe the safari with awe and such astonishment that the men were unable to make any inquiries about the group. Later, they would perhaps learn that these boys and girls were high school students who were just following through on their studies just as any other student would spend time on Latin, Maths. and Physics. These were students from Atikokan High School, 120 miles west of Port Arthur and Fort William, and their project was an assignment which had them living and hiking in the woods.

This was only one assignment in a course which lasted throughout the school year, and which was carried on regularly two afternoons each week, as well as every Saturday. The course is optional, and means sacrifice for many youngsters who would prefer the opportunity of making a little extra

spending money in their free time. Quite simply, it is called the Atikokan "Outers", and is a programme somewhat similarly based on the Outward Bound schools in England, Australia and the United States. However, once a student expresses his or her wish to join the "Outers" a contract must be signed, obliging the student to participate in the full programme throughout the entire school year (This also meant "No smoking" for the entire period).

The Programme

To start the programme, leadership was needed . . . and this was found in abundance among the majority of staff members at the High School. Together these men and women could see a programme develop, kindled by a feeling that the curriculum was perhaps inadequate in two ways. First, the majority of subjects, academic and vocational alike, were largely divorced from the natural physical environment in which we all live—in their case a wilderness environment. There was a suspicion that students were not getting full value, educationally speaking, from a school experience that was so cloistered and stereotyped and so unrelated to their native soil that it could have been transplanted to Ethiopia or Hyderabad without very much alteration. They, therefore, sought some way "to ground" the curriculum to the soil of Canada.

Second, the teachers were only too conscious of the limitations of the existing school programme in all its totality, academic, vocational, athletic and social regarding the vital matter of character development. They, therefore, looked for some new ways to promote more effectively the personal growth of the individual student. Of course, this is something with which Camp Directors would agree, for are we not trying to achieve the same objectives in our own Camps?

Among themselves, the staff members found the technical knowledge needed. But two more qualifications were required — and in prodigious quantities — Desire and Teamwork. It was obvious that these also existed and so the programme commenced. Clarification of the objectives was now necessary, and some of the points included the following:

Physical Training and Conditioning. The essence was not physical toughness, and yet if strength is to become an aspect of the total personality, one must develop stamina, self-control and perseverance.

Team Work. Good tone is established in the initial screening of the twelve-man brigades. No leaders are selected at first, but group discussions are held about the qualities of leadership before the students choose their own leaders. The competition is between teams, not individuals.

Grace under pressure. The programme is not trying to develop mere brutes. There is no place for a "me-first" attitude, yet under the strain of physical and emotional challenges, the worst and best in one's nature comes quickly to the surface. The thin veneer of civilization peels and all participants gain instructive insights into what challenges lie beneath.

Confidence. Essentially, the programme offers the students a challenge that, when met, may give them a new and better estimate of themselves.

Constant support. It may be necessary to help a youngster to stay on his own. He is encouraged to tolerate failure, and expected to try again.

Self-reliance. The solo experience has a profound effect on some of the students. He learns that his ultimate line of defence is his own inner resources . . . rather than physical stamina or technical skills. It is really an exercise in self-exploration.

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Prudence. The course does not want "white-water hot-rods". The long expedition teaches one to respect the natural tempo of the out-of-doors.

Initiative. Only the fundamentals are taught. For example, a model of a survival shelter is shown. Then they must improvise their own. All these techniques are regarded as means, not ends.

Such were some of the objectives of the Atikokan teachers as they initiated the "Outers" programme.

And the girls? Surely the female students would have to have a modified course . . . if they even had one at all! The observations at the end of this first year is that "the so-called weaker sex responds even more enthusiastically to the challenges of the programme than the boys."

Expeditions

The programme centred around expeditions. The fall term was devoted to hiking. The students no sooner started than they discovered unsuspected possibilities in the bush right at hand. Small lakes, steep ridges, cedar bogs and bush-roads turned up to provide excellent terrain for stimulating variety and challenging stress. In the winter, snowshoeing (a sport previously reserved for boys) for all the students in the course is the highlight. Surely, the evidence speaks for itself when the boy and girl "Outers" can consume a 23-mile trek through unbroken wilderness,—with the exception of a cabin in the woods, housing two American men—snowshoes on their feet and packsacks on their backs for twelve hours!

In The Spring

The spring programme calls for canoeing. But to reduce costs, the students (with some outside advice) decided to build their own canoes in the technical shops of the school. The

particular design which they developed may be termed a modified version of the old North Canoe—twenty-two feet in length and capable of accommodating up to eight paddlers plus their camping gear. And this writer can attest to the success of this programme, for on a brief visit to Atikokan this Spring, I had the pleasure of a tour through the town, not by foot or car, but in a canoe built by the students and their teachers. And to make matters more exciting, I was assigned the stern—in grey suit, blue tie and white shirt!!

To round out the programme, mention must be made of some of the other outdoor skills that are taught in conjunction with the expeditions. These include Map and Compass, Search and Rescue, Shelter construction, Knots and Lashings, First-Aid Initiative Problems, Planning and Organization, Woodcraft, Campcraft and Rock-climbing.

As Camp Directors, many of us have similar objectives in our own Camps . . .

but for so long, we have been proudly saying that Camp was the only situation in which a youngster could learn more about wilderness camping, and become more aware and appreciative of his environment. Now we have competition, and in this case, all one can say is "three cheers". Competition like this can only be for the best! Let's have more of it! Let's get together! In Atikokan there are students who can, because of their experience and training, be of value in our Camps, where so often we hear the cry "I'd like to bring this programme into my Camp, but I can't find the people who have the experience and knowledge". Is it possible that the Atikokan "Outers", might be the answer to one of the biggest problems in our Camps? For at the Atikokan High School there is not only "Reading", 'Ritin' and 'Rithmitic". Now they also have a course to strengthen individual character and capacity for service.

—●

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LEADERSHIP

KEYSTONE IN CAMPING

by W. D. Smith,
a former President of the
Canadian Camping Association

Address to the British Columbia Camping Association at the B.C. Administrators' Seminar and C.C.A. Annual Meeting, March 11, 1965

In the book "How to Develop Better Leaders" by Malcolm and Hulda Knowles the authors refer to "the three dimensions" of developing competent leaders. In brief, these dimensions are outlined as:

1. training in the particular knowledges and skills required for a particular job i.e. teaching particular subjects or in camping, a general knowledge and ability in campcraft skills with particular skill in some special activity, (technical skills) or group leadership skills.
2. developing an understanding of group behaviour that applies to all groups in all situations i.e. background information such as developmental tasks, basic needs of youth, and the physical and mental growth and development of campers (liberal arts education).
3. training all group members to perform leadership functions, not just the designated leaders. The continuous experience of the entire group as a whole is important (opportunity to develop their optimum potential).

The three dimensions are technical skills, background information and optimum potential.

E. J. Tyler of Brandon College in an article on "Some Keys to Successful Leadership" re-emphasizes these points by suggesting the technical skills should include the leader's ability to organize himself and others, to develop standards for activities, and evaluate his own leadership. He stresses the "optimum potential" by insisting on the leader's ability to motivate, or to move people to action. Many of us refer to this as *dynamic* leadership.

The three authors make similar points but outline them in a slightly different way. One of the better references on leadership and the role of the leader is a book by Murray G. Ross and "Chick" Hendry of the School of Social Work, University of Toronto entitled "New Understandings of Leadership". Ross and Hendry develop three basic needs of information or experience in training leaders. In all likelihood these apply to a greater degree than the others quoted, with regard to camp leadership, although they are closely allied in content.

The first need is for factual information—about the history, philosophy and administration of the camp or organization. How do I as a leader relate to the entire operation? In camping this might include the aims, objectives, regulations, job descriptions and organizational chart of a particular camp.

The second need is for *understanding people*—their needs and relationships, characteristics of group life, individual and group behaviour. (Knowles referred to it as background information or a liberal arts education.)

The third need is developing and using leadership skills—not only the campcraft skills and area of specialization but ability to effectively use group discussion, public speaking, role playing, case method, debate, forum, and a wide variety of methods in presenting material.

In summary, the three needs are for factual information, understanding people and developing leadership skills.

Problems Related to Leadership

Certain problems arise when one considers camping in the light of the three needs for information or experience required by a leader.

Concerning factual information—if we believe that our own camp has a distinct philosophy and history of its own, how do we pass this information on to our leaders? One of the obvious ways is by in-service training prior to the camping period. But with the extensive turn-over of counsellors annually where new faces appear on staff each year it becomes a difficult task. This is especially true of church camps where new leaders appear at camp every week or ten days with a basic philosophy, but not one necessarily attuned to that particular camp philosophy. Agency camps have the same problem when many of the campers are new to the agency or have not participated in previous programmes.

Concerning the need for understanding people—one of the primary problems is communication between the leader and the camper, or vice versa. The younger the age group, the more repetition is required for clarity. People learn by hearing, seeing and doing. We remember about 10% of what we hear, 30% of what we see, but almost 80% of what we do. Camping is doing things, not hearing about them or watching others participate. There is a great deal of truth to that old statement “it is not what he does, but what the doing does to him, that is impor-

tant”. Let us remember that we are trying to develop character, not characters.

Another interesting point about the matter of communication is the fact that there are teachable moments. It is the occasional time when what you are saying or doing is of the utmost importance to everyone. All are “keyed” to what is taking place. It is the counsellor’s few minutes before lights out, or the camp director at the campfire when he talks about cooperation, or comradeship, or the meaning of camping. *Every leader should know how to motivate and influence youngsters—to induce them to try to take responsibility, to change their attitudes and to adopt a better philosophy of life.*

If you have not read Pierre Berton’s article on “My Love Affair with the Scout Movement” originally published in the Toronto Daily Star, then you should. He recalls with mixed emotions the things about camp that impressed him. He says:

“I cannot hear the old song ‘Til We Meet Again’ without my memory going back to . . . the campfire before lights out . . . the glowing faces of the boys reflected in the leaping flames . . . the dark, rustling wall of the coniferous trees behind us . . . the lapping of the water at the margin of the lake . . . the scent of hot chocolate . . . and the mingled feelings of mystery and of friendship, and of approaching adulthood stirring within me like the night wind in the pines.”

Are these some of the things that your campers will remember?

In developing leadership skills (which was the third need) campers should experience participation in group leadership skills. They should have the opportunity to take an active part in programme planning, and making decisions within the limiting framework of existing regulations. They should have an awareness of human relations and be sympathetic to the feelings of

other members of the cabin or section group. Let us create an awareness of the total situation (the big picture as Dale Carnegie terms it) in establishing short-term objectives or minor successes in the progression on the path toward long-term goals.

Leadership Traits

In outlining some of the theoretical considerations in leadership training, we should not forget the attributes that campers expect of a camp leader. They want him to be:

1. prompt and dependable—if everyone hurries to start the programme on time and the counsellor is perpetually late, then the campers will eventually be tardy,
2. an example of what they would like to be, with the ability to explain things in their terms and to demonstrate when necessary,
3. patient with understanding and an awareness of their feelings,

4. able to handle emergencies quickly and efficiently with the minimum of disturbance,

5. fair with no favorites and to be consistent so they know what to expect,

6. a good listener who lets them talk as well as listen,

7. a leader who makes learning fun and enjoyable, who instills in them a desire to learn, to want to excel, and above all

... they want him to be sincere—with ideals and hopes and dreams, that fill the hearts and minds of those he leads, of those he serves.

If we can supply our leaders with the factual information, the understanding of people and the necessary leadership skills; if we can make them aware of their obligations in fulfilling the expectations of the campers they lead; if we do our part in accomplishing these tasks, and they do theirs, then leadership will truly be the keystone to successful camping.

—●



A Camp Director's Diary

Needless to say we'll never try to disguise bologna again!"

* * * *

"Never try to disguise bologna", admonishes one Camp Director. "Last summer we overstocked on it so the cook decided to grind it up and make a bologna loaf. When it was completed, it looked for all the world like Dr. Ballard's dog food. To make matters worse we had been saving cans for paint and someone had brought some Dr. Ballard's cans — complete with labels. The kids put the two together and the rumour flew all over camp that we were feeding them "dog food".

Visiting a nearby farm, a group of Juniors stood looking at a weathercock atop the main barn. "What's this?" a five-year-old asked. The sophisticated one in the group, a wise eight-year-old replied: "Oh . . . that's a weather suggestion."

* * * *

"Where's Miss Thornton?" six-year-old Jane asked one of her cabin mates early in the morning. "Oh," seven-year-old Decey informed the group, "she's gone on a three-day strip".

From the Provinces . . .

The **Alberta Camping Association** is planning to hold Regional Leadership Training clinics between April 1, 1967 and March 31, 1968. The Northwest Territories, British Columbia and Alberta may plan this together.

* * * *

Ron Johnstone, Chairman of the **Ontario Camping Association** Conference Committee says that on Friday evening, March 3rd the programme will feature Canadian Camping. It is hoped that John Fisher will be the feature speaker and there will be an opportunity to show the "Fraser River" slides and hear the tape. Each province is being asked to prepare a short report on their activities, which will be mimeographed and distributed and the Provincial Presidents attending will be introduced.

Two new films "Winter in Ontario" (14 min.) and "Pioneer Village" (14 min.) are available free of charge upon request from the Film Library at 185 Bloor Street East, Toronto 5. Both are 16 mm. sound and colour.

* * * *

Expo isn't the only significant event scheduled for Montreal in 1967. A "Canadian Symposium of Recreation," June 10 to 16 in the new Place Bonaventure should be entered now in your calendar. Bob Lazanik, immediate past president of the **Quebec Camping Association** and the C.C.A. Representative for this symposium, tells us that 110 organizations from all across Canada will participate and if you want

details of the programme you'll find them in "Imagination Unlimited" which is available at the Secretariat, Canadian Symposium of Recreation, 2050 Rue Amherst, Montreal 24, P.Q.

* * * *

A project is being worked on in the **Nova Scotia Camping Association** to compile a song book, suitable to be used for conferences, camps, outing groups. If you have some suggestions of suitable material, write to Box 1622, Halifax, N.S. Songs should include the music, if possible, and the source. If you have compiled a song, book of song sheets, especially if they include any rare species, send them in. Rounds, chorus songs, funny songs, spirituals are welcome and they need not be restricted to children's camp songs.

* * * *

CONGRATULATIONS

to **Dr. Lorne Brown** on his appointment, at the December 14, 1966 elections, to the Parks Board in Vancouver. Dr. Brown, husband of our National President, is an ardent supporter of "outdoor education" and high quality leadership in the area of recreation. He believes that parks and leisure-time facilities should have equal consideration with roads, sewers and bridges in the development of his city.

Dr. Brown will be the banquet speaker at the Canadian Camping Conferen, March 2-4 at the Inn on the Park in Toronto. A great programme has been planned so we hope to see you there.

NATURE in DAY CAMPING

*by Doreen Barwick, Director,
Bayview Glen Junior Schools Day Camp*

There's a saying: "Camping is the wedding of Nature and Human Nature", and we have endeavoured to explore and exploit all areas to bring this thought into fulfilment. Where better than at camp can we discover who we are, what we are, why we are here and where we are heading? Our Day Camp area seemed ideal for our campers. Everything lay at our feet for campers and counsellors to explore, to discover, and to enrich the lives of each other. The setting is perfect with its bubbling creek, sandy beaches, extensive fossil bed, our own clay pit, plus an abundance of natural flora and fauna.

Animals of all Kinds

We decided that in our programme we must have many kinds of live animals, both male and female, so that we could watch their babies being born, and observe how they are cared for, how they walk and grow, their likenesses and differences. An area on the grounds was set aside; and soon ham-

sters, white rats, several varieties of guinea pigs, rabbits, chickens and ducks, pheasants, goats, sheep, various types of turtles, lizards, a canary and a budgie, became residents. We also enjoyed the company of Summer Residents—a racoon and a groundhog, a squirrel and a chipmunk, a delightful crow called Joe, various types of snakes, and a pig, all of whom were a delight to us.

A Fascinating Programme

Our campers range in age from two-and-a-half to ten years, and for them we try to select counsellors who value all these things and who can help each other to create meaningful programmes and assist in starting collections, taking trips, and at the same time show interest, resourcefulness and enthusiasm.

Last year, one of our counsellors set up a delightful nature hut beside our Animal Farm, equipped with pictures and books of reference. Art colonies were started by campers; shelves were made to house collections of everything from beetles and butterflies to fossils and seeds. Nature birds' nests, tools for fossil digging, a microscope and magnifying glass were available for closer scrutiny of specimens; small plastic bags to use on trips for collecting items were available at the Hut.

What self-discovery takes place, and how the innate sense of perpetual curiosity comes alive! What a delight to see our tiny tots waddling like the ducks that moved in their midst, discovering that worms and snails can be found for the looking and used as food for the turtles; what fun to discover through pictures the habits of the long-legged, long-necked giraffe. To touch, to see and to feel were the most essential elements in a good nature programme for the pre-schoolers. Real-life experiences proved more worthwhile than textbook information.

What excitement when one group found a snake shedding its skin, and how proud they were of their trophy! And I'm sure none of those who crowded around will ever forget the day the skunk fell into the garbage can, and that same Nature Counsellor, with elbow-length gauntlets, plus our maintenance man and a small amount of chloroform, was able to get the skunk into a sack, to add another specimen to Animal Farm. It took days to convince ourselves that the odour was only in our imagination.

We constantly try to make the counsellors aware that while programme schedules are important, some things are more important, and it would have certainly been almost criminal, to have made the children hurry off to swim while the snake shed its skin. I am sure the Swim Instructors would agree that this was an extenuating circumstance!

Memorable Moments

In the words of our Nature Counsellor, "many memorable moments were experienced with many of the campers, but especially our five, six and seven year-olds." Their thirst for discovery was unquenchable. They loved to hear about conservation; were constantly searching for new specimens, and finally accepted the fact that some should be observed and left just where they were found. I remember watching one fascinated five-year-old who was quietly waiting and watching for a spider he had seen earlier near a sand-box. He wanted to add it to his collection and was rewarded for his patience of some twenty-five minutes by catching the largest one anyone had yet found around here. What a lot of learning and growing went into, and came from, that experience! One of these groups, while turning over stones and logs, found a skink — one of a

group of lizards — which he handed over carefully to our Nature Counsellor. Another group found a beautiful snail garden—enough specimens for each camper in the group to have one. We all hoped their parents had as good a sense of humour as did their counsellor and liked to have uninvited guests drop in. It certainly was necessary, since the number of field mice, worms, ants, moths, caterpillars, etc., that went home with campers in bottles, was great. This age group talked, asked, and handled everything, and arrived at the nature hut and area daily. They had many questions, were looking for many answers, and made certain they found them.

The Nature programme, of course, didn't stop with the nature counsellor. She stimulated the counsellors to do many more things on their own in their group. Numerous groups were seen taking muddy walks in the creek, finding all sorts of things; making plaster casts of footprints in the sand. Because of her infectious interest in animals, the animal-field became a place children visited daily, bringing bits of food, checking on an injured animal. It was not unusual for a counsellor to be all ready to leave the field only to find a camper staying behind, talking to the animals.

We had several special children and these children really gained a great deal from our nature and animal area. It almost acted as a catalyst to start children talking — helping them to relax.

Our Arts and Crafts section had a special area close to the nature hut where groups could create, when they came back, with their collections. What exciting pictures and nature-scopes, seed mosaics, etc., were made with twigs, sand, seeds, bark, fungi, leaf prints from ferns, leaves, flowers.

Conservation is stressed in every aspect of our nature programme because it is, at these ages, that children should be made aware of the need for wise use of all our Natural resources so that plants and wild life will survive.

According to parents and campers, our Nature programme was excellent. Was it the set-up or the Nature Counsellor? She is leaving us and, without question, will be hard to replace. However, the physical set-up, natural resources and the campers' innate curiosity about life remain. I am sure that until one of her campers, in future years, returns to be a Nature Counsellor, someone will take her place, to arouse interest and stimulate the campers and fill them with the fun and excitement of discovery, and the beauty of nature all around them—so necessary in this world of computer sciences.

—•

Your Bookshelf

CANOEING FOR BEGINNERS

by R. H. Perry

For the past two years camp directors and canoeing staff have been unable to buy copies of *The Canoe and You*, since it has been out of print. This book has been the standby and guideline for our canoeing standards programme, and news comes now that it has just been published by Association Press in pocketbook form under the title "Canoeing for Beginners". Mr. Perry has brought the contents up to date where this was necessary, and added some very worthwhile information on cleaning, re-finishing and emergency repairs. Otherwise, the same clear instructions on the art of paddling, safety, principles, descriptions of strokes are there to assist our counsellors in this increasingly necessary and essentially Canadian skill. \$1.10 at all Department stores and book stores across Canada. G. R. Welch Co., Ltd., 222 Evans Avenue, Etobicoke.

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EDITOR'S

MAIL BOX



Doris M. Grassie, Children's and Teens' Programme Director of the Regina Y.W.C.A. tells us that at their Camp Monahan last summer their closing programme included a "Pageant of Confederation in Saskatchewan. Ethnic and family groups who helped to settle the province played parts and our two Indian guest campers spoke for the original inhabitants; it finished with two songs, well done, from the Centennial Song Book."

Mrs. Grassie adds that "The Indian Guests and our Indian Counsellor-in-Training taught the Rain Dance and costumes were improvised amid much laughter. . . . The Rain Dance must have been authentic, and luckily it was almost the last item, for as it ended, rain drops began to patter. Perhaps the encore demanded by the enthusiastic audience was too much for the rain gods!"

Just as we were reading the galleys for this issue of "Canadian Camping", a letter and delightful picture came in from Gordon A. Lamb of Weston, Ontario. Mr. Lamb writes, "I am enclosing a picture of Sourdough Campers' centennial project. We had all plans made for a New Year's week-end camp out at Terra Cotta Park, but up to the last minute I could not find a man to go along with me as helper. The second of January was a nice, mild day so I got four boys rounded up and we went to Boyd Park. I hoped to have a picture for you with lots of blue (wood) smoke drifting off from the smoke flaps of the teepee and the smoke-pipe of the stove in the wall tent."

Well, we like the picture you did send, Mr. Lamb, even though it is not quite sharp enough to reproduce satisfactorily. It shows the three of the boys kneeling in the snow, watching Mr. Lamb stirring stew, perhaps, in a cauldron and in the background a gentle slope and lovely trees. An exhilarating way to begin our Centennial Year.

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natural world and its study will be matched by the opportunity to train staff to take over this important part of camp life.

Many camps are becoming alive to the dangers of grooming their holdings too much. Wild areas are being left for their innate values. Qualified instructors will make these areas contribute to the richness of the campers' experience, and will help them to make better use of the increased leisure they will have when they enter the adult world.

Such a scheme does not come without pains. Nearly three years of thinking and planning has already gone into it. A bank debt has been acquired, for land and other necessary expenses.

Much more will be needed in the immediate and more distant future. An appeal for contributions has been made. This has been based on donating 'acres' at a nominal cost of \$15 each to the scheme. Cheques for ten, seven, three or even single acres are being received steadily. Such support is both necessary and encouraging.

Plans are well on the way to enlist financial support from larger sources, such as foundations and industries.

Today is the 'moment of truth' which will decide whether the project, which has gained so much sympathy, will actually be able to go on and do the things it has planned.

Further information can be obtained by writing to Buckhorn Wilderness Centre, P.O. Box 651, Peterborough, Ont. Requests for advice in setting up wild areas, nature trails or other outdoor facilities will be welcomed by the association.

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